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ABSTRACT

This planning document for the University and Community College System of Nevada (UCCSN) presents a vision for the future of the system, including mission statements, strategic directions, institutional academic master plans, and a planning schedule for each institution. Chapter 1 provides introductory comments on the types of people served by the UCCSN and the statewide planning process. Chapter 2 begins with a brief overview of the components of the UCCSN planning process and then presents: (1) a discussion of the development of the UCCSN Mission Statement, which includes objectives to meet the system's three-fold function of providing undergraduate and graduate programs of instruction, undertaking programs of basic and applied research which complement the instructional programs, and public service for Nevada citizens; (2) nine strategic directions calling for enhanced academic planning efforts, quality in undergraduate education, selective development of systemwide graduate programs, enhanced access and retention, diversity within the student body and faculty, improved collaboration within the system and with outside agencies, greater involvement in economic development, utilization of assessment to ensure accountability, and provision for adequate resources; (3) information on campus mission statements; (4) campus academic plans for the UCCSN's four community colleges, two universities, and Desert Research Institute, describing academic priorities and programmatic trends for each campus between 1993 and 1997; and (5) the UCCSN biennial budget request. Chapter 3 provides concluding comments about the importance of effective long-range planning. Extensive appendices provide data on institutional characteristics and enrollment trends; norms in other states; degrees awarded; research expenditures; mission statements for community college system as a whole, for each university, and for the Desert Research Institute; and program offerings at UCCSN. (PAA)

ED 363 996

UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA

PLANNING REPORT 1993-1997

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CHAPTER ONE
INTRODUCTION

UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA

1993 - 1997 PLANNING REPORT

INTRODUCTION

Nevada higher education is people.

The eighteen-year-old freshman attending her first college chemistry class, hoping to someday be a family practice physician.

The middle-aged welder taking a community college evening class in personnel supervision to improve his management skills.

A young woman, in physics, embarking on a Ph.D. dissertation on how clouds regulate our local climate. She has the capability to revolutionize our understanding of climate, but she does not yet realize just how good she is nor how her work will change our national policies.

A sociology graduate student in his mid-twenties preparing for his first final examination at the graduate level on what will be a long road toward achieving a Ph.D. degree and becoming a college teacher.

A woman who has been a homemaker for twenty years starting classes at a community college hoping to someday transfer to a university and earn a baccalaureate degree.

The young woman struggling to make limited financial aid provided by the community college stretch far enough to pay this month's utility bills while worrying that she may not have enough money to finish her education and become the first member of her family to graduate from college.

What unites these unique individuals and their personal quests for education? All are enrolled at a University and Community College System of Nevada institution. Of greater importance, however, each in his or her own way is pursuing a personal vision - a vision to achieve personal and career goals through education.

Like these students, Nevada and its colleges and universities also pursue visions; visions that define and shape their future by providing direction in terms of where the state and its higher education activities want to go.

During the past two years the University and Community College System of Nevada under the leadership of the Board of Regents has made tremendous progress toward building a vision for the future of Nevada's colleges and universities. It has developed system and institutional mission statements, strategic directions, institution academic master plans, and a planning schedule for each institution. Taken together, these efforts combine to form a vision of universities, community colleges, and a research institute dedicated to serving the educational and research needs of the people of the state.

Building and implementing a vision is a continuous process; the job is never finished. As the world in which we live changes, so must colleges and universities change by adopting new visions, new missions, new strategic directions and new academic, research, facility, and budget plans. Therefore, during the coming biennium the Board will continue its long-range planning efforts by working toward improving its academic planning process and integrating it more closely with the state's budgeting processes. The Board of Regents is thus committed to continued and improved planning in order that it might continuously improve the quality and cost-effectiveness of the services it provides the people of Nevada.

CHAPTER TWO
BUILDING A VISION

BUILDING A VISION

Over the past two years, the Board of Regents has placed a high priority on comprehensive planning within the University and Community College System of Nevada (UCCSN). In light of the tremendous growth in student enrollment and limited resources, the Board saw a need to develop an integrated planning process to guide future development of the system. A consulting team assisted the Board by reviewing and making observations on the comprehensiveness of the seven institutional plans, and providing recommendations on how the UCCSN might improve its planning activities. The consultants emphasized the importance of embarking upon a strategic planning process which would help to shape and direct the resources of all institutions and respond to both the short- and long-term interests of Nevadans. In keeping with the consultants' recommendations, the Board of Regents, following extensive consultation with the institutions, developed a planning process which consists of five primary components:

- UCCSN Mission Statement
- UCCSN Strategic Directions
- Campus Mission Statements
- Campus Academic Plans
- The Biennial Budget

UCCSN MISSION STATEMENT

The mission of the University and Community College System of Nevada is to provide higher education services to the citizens of the state at a high level of quality consistent with the state's resources. The system, established by the state constitution, is charged with the following functions:

1) To provide programs of instruction at the undergraduate and graduate levels.

2) To sponsor and undertake programs of basic and applied research which complement the programs of instruction and which contribute to the fullest realization of the state's potential.

3) To sponsor and conduct programs of public service for the citizens of the state.

The UCCSN Board of Regents has adopted a comprehensive mission statement with objectives to accomplish the mission (Appendix B).

In order to provide higher education services to the citizens of Nevada, the campuses of the UCCSN are engaged in acquiring, transmitting, and preserving knowledge. The system is responsible for developing and supporting various programs of instruction at undergraduate, graduate, and professional levels. The system is also responsible for ensuring that these instructional programs are maintained at a high level of quality and that a continued quest for academic excellence is maintained. The UCCSN must also ensure that these high quality instructional programs are provided at an affordable cost, so that all citizens who can benefit from participation in higher education have a realistic opportunity to do so.

In addition to programs of instruction, complementary programs of both basic and applied research and scholarship are the responsibility of the UCCSN. The colleges, the universities and the Desert Research Institute, through scholarship and research, participate in the creation and acquisition of new knowledge and therefore contribute to the cultural, economic, and social development of both Nevada and the nation.

Finally, the system endeavors to assist the State of Nevada in providing an educated and technically skilled citizenry for public service and the general welfare, to contribute toward an educated and trained workforce for industry and commerce, and to facilitate the individual quest of Nevada's citizens for personal fulfillment. The system fulfills this segment of its mission by providing high quality instructional programs, complementary programs of basic and applied research, as well as sponsoring and conducting continuing programs of public service for the citizens of the state.

UCCSN STRATEGIC DIRECTIONS

Decisions regarding higher education in Nevada must be based on a shared vision and common directions to secure that vision if we are to meet challenges and opportunities and provide a quality educational experience. The Board of Regents, the Chancellor, and the campuses of the UCCSN have worked together to meet this challenge and have developed nine strategic directions that will guide future actions.

These directions build upon the interdependence of the community colleges, universities and Desert Research Institute, and are being integrated into campus planning documents. The identification of these priorities marked a significant step in the planning process.

The nine strategic directions are as follows:

The UCCSN will enhance academic planning efforts systemwide. The system will initially focus on the role and mission of its component parts.

The system and the campuses will continue to enhance their planning efforts, review role and mission statements and continue to refine them, link planning efforts to the budget process, recognize centers of excellence, and identify priorities for the coming biennium.

The UCCSN will emphasize undergraduate education and enhance the quality of undergraduate education.

Recognizing the importance of undergraduate education, the system and the campuses will review curriculum, instructional delivery, faculty and faculty rewards, and student services to support and enhance efforts in undergraduate education.

The UCCSN will selectively develop graduate programs systemwide.

Recognizing that Nevada's two universities are the only providers of graduate programs in the state, the system will continue to develop graduate programs that match community and state needs and that complement current undergraduate and graduate programs.

The UCCSN will strive to enhance access to and retention in public postsecondary education.

The system and the campuses, through enhanced efforts in telecommunications, financial assistance, articulation of programs, and appropriate levels of tuition and fees, will strive to increase college-going rates and retention of students in our institutions.

The UCCSN will recognize and reflect the diversity of society within its institutions.

Recognizing the changing demographics of the state and the nation, the UCCSN has placed a high priority on encouraging access to higher education for underrepresented groups, enhancing the diversity of the student body and the faculty of the system, encouraging programs that promote multi-culturalism, and promoting climates that support women and minorities.

The UCCSN will emphasize and enhance collaborative programs within the system and between the system and other institutions and agencies.

The UCCSN will continue to explore and develop collaborative activities with the K-12 educational system, with the communities that are served by our campuses, and between institutions within the system.

The UCCSN will participate to a greater extent in economic development of the state.

The UCCSN has been named a lead agency for economic development in the state's critical needs analysis. Over the next biennium the UCCSN will meet with business and industry leaders to build joint educational programs, to identify the workforce training needs in Nevada, and to assist in the creation of an environment that is healthy for future economic development and diversity.

The UCCSN will utilize assessment to ensure accountability.

The UCCSN will strive to ensure accountability through an enhanced management information system and annual reporting on academic programs, and will base needed changes on assessment activities.

The UCCSN will strive to provide resources adequate to accomplish our goals and ensure that the resources are utilized to provide a maximum return on the investment in higher education.

A major challenge to a growing higher education system such as Nevada's will be the ability to provide the resources that are necessary to accomplish our goals. The UCCSN budget outlines the priority needs for the system over the next biennium and is a presentation to the legislature of our vision of what we aspire to be and become. The UCCSN Board of Regents will also undertake careful planning and review to ensure that resources are utilized to provide a maximum return on investment.

CAMPUS MISSION STATEMENTS

New mission statements were adopted by the Board of Regents for the seven institutions in the spring and summer of 1992. As may be seen in Appendix B, the

community colleges will concentrate on six primary roles which relate directly to the academic master planning process and the Board of Regents' strategic directions, while the mission statements for the two universities focus on their commitments to excellence in teaching, scholarly research, and public service. The Desert Research Institute mission underscores its role as an environmental research organization which conducts basic and applied research at state, national, and international levels.

CAMPUS ACADEMIC PLANS

If academic planning is to be effective, it must be linked to the budgeting process. The recent identification of strategic directions for the system is tied to campus academic plans and priorities, and reflected in the UCCSN Biennial Budget Request. As the student population increases by an anticipated 6 percent per year over the coming biennium, UCCSN institutions plan to refine existing programs and develop a select number of new programs to address demonstrated needs. The following represents the academic priorities and programmatic trends for each of the campuses over the next four-year period.

Community College of Southern Nevada

The faculty of the Community College of Southern Nevada (CCSN), in response to the dynamic environment of the geographic area the college serves, are constantly reviewing the potential for a variety of new academic programs. Since southern Nevada has an increasing number of retirees, health care has become a major industry in CCSN's district of responsibility. The College is investigating the possibility of a variety of new health programs. These would include potential programs in the imaging sciences, occupational therapy, speech therapy, operating room technology, and physician assistant.

On the industrial side, the College is seriously looking at the development of an interrelated engineering technologies program. This program would be more sophisticated with a more significant academic component than the existing industrial programs. With the opening of CCSN's new performing arts center, the Fine Arts Department will have an opportunity to continue the development of music, theatre and related performance programs.

In conjunction with new associate degree and certificate of achievement requirements adopted by the Board of Regents, the College is reviewing all programs to ensure they comply with the new curriculum standards and anticipates consolidating several general areas of emphasis into specific transfer degree programs. Overall academic priorities include doing what the College currently does better, as well as addressing a few of the needs which have been requested by the community. Although CCSN has enjoyed the addition of new physical facilities during the past biennium, those facilities will only allow the College to barely keep up with the growth of the population in its service area. Notwithstanding this problem, a concerted effort will be made to continue to provide service to a greater percentage of the population, as CCSN is well below the norms set by sister institutions across the nation.

Northern Nevada Community College

Northern Nevada Community College (NNCC) will continue to focus on providing a more complete general education program through refinement of its curriculum to afford students opportunities in science and mathematics, fine arts and humanities, foreign languages, and basic composition. As well, the college plans to intensify efforts in developmental education, which represents a growing portion of the total NNCC enrollment. NNCC strives to increase the employability of undereducated adults and to help students effectively develop a range of skills which will allow them to succeed in collegiate courses or occupational-technical programs. Cooperative efforts among school districts, the Department of Prisons, and NNCC should result in improved delivery of prison education. The college will focus on enhanced college support services and the establishment of technical training at the Ely State Prison.

Expansion of relationships with business and industry include plans for augmenting technical training at the work site. NNCC will address the continuing education needs of businesses through assessment of the needs of local employers, and will develop plans for start-up and shut-down of programs as requirements of employers fluctuate. Expansion of the efforts of community services and summer school will involve increased staff support for these programs. The college will strive to improve the delivery and effectiveness of off-site instruction throughout its service area, and continue to review existing and future program needs, including staffing requirements and updating of courses.

In the area of planning, NNCC has begun to develop an institutional focus on planning, and strives to create a strategic planning process which is continuous. With the continuing pressures from a population explosion, new business and industry demands, shifting population characteristics and lifestyles, and the need for expanded educational perspectives, NNCC will continue to refine its goals and strategies to meet the needs of the future.

Truckee Meadows Community College

Truckee Meadows Community College (TMCC) strives to maintain the current quality of its educational and training programs while preparing for the future. Most recent job market projections establish the growing need for highly trained and qualified technicians. Technical growth and the rapidity of change necessitate a clear focus on the future needs of the community and on new ways to meet these needs. TMCC considers preparing for the future important enough to reassign a key administrator to lead program planning and development efforts. These efforts have begun to show results in new program development and in the enhancement of existing programs.

The dean for planning and development leads a task force of faculty and administrative staff working to design a much-needed program in environmental issues. The program grows from an extensive needs assessment conducted during 1992. It emphasizes the need for trained environmental technicians capable of working with hazardous waste, for example, as well as the need to prepare students for transfer into upper-division and graduate-level environmental studies programs.

Working in conjunction with area businesses involved in the aircraft industry, the Planning and Development Office has begun designing programs focused on aircraft maintenance and aircraft operation (flight training). The need for trained aviation mechanics has been well documented. Components of existing programs (electronics, for example) provide support for a successful avionics program. Linkages with the area's aviation industry allow access to equipment and "hands-on" training at minimal cost to the taxpayers.

Area dentists have approached TMCC to encourage development of a dental hygiene program in northern Nevada. The concept of this program remains in the discussion stage with a focus on resolving issues raised by the high costs associated with such a program.

Cooperation among Truckee Meadows Community College, Western Nevada Community College, and the University of Nevada, Reno has resulted in planning efforts for an articulated program designed to train medical laboratory technicians. In addition, TMCC and the Community College of Southern Nevada have joined efforts with occupational therapy professionals to explore establishing technician programs in this health-related area.

The Tech-Prep program articulates courses and programs from middle school through high school to the community college. A cooperative effort between TMCC and Washoe County School District is beginning to show results in allowing pre-college students to pursue applied science and technology programs in high school that are integrated with technical programs offered through the community college. This program promises to fill the workforce pipeline with quality technicians and provide career options for the "neglected majority" of students seeking an alternative to a baccalaureate degree.

By 1994, Truckee Meadows Community College plans to offer a range of technical and occupational programs designed to combine classroom training with hands-on work experience. The model program began in fall 1991 in the automotive division. Students alternate eight weeks of intensive classroom training with eight weeks working with their sponsoring automobile dealership. The result promises to be high quality automotive technicians with positive employment prospects.

There are several other programs that will be discussed within the next four years, including finance, restaurant management emphasis, occupational safety, and transportation.

Western Nevada Community College

Western Nevada Community College (WNCC) will expand the number and type of courses in the arts, sciences and developmental education as student demand continues to grow exponentially in these areas. Full-time instructors will be needed in such areas as: geology/anthropology and/or geography, developmental mathematics, behavioral psychology, English/developmental English, speech/theatre, graphic arts, and performance arts/production.

In cooperation with the University of Nevada, Reno School of Medicine, WNCC will continue to develop a joint Associate of

Science Degree with a clinical lab technician emphasis. In addition, an Associate of Arts degree with a fine arts emphasis and a second degree involving a course of study in early childhood education will be developed.

One of the major accomplishments at WNCC this year was the implementation of the PLATO interactive computer system to enhance developmental instruction. The upcoming years will see the expansion and integration of the possibilities derived from PLATO into the developmental curriculum. This will require additional facilities, a placement and assessment specialist, teaching assistants, and tutors. Special emphasis will be placed upon using this system at off-campus locations such as prison sites, business and industry facilities, and in the Minden-Gardnerville area. Traditional Adult Basic Education and General Education Development classes will be modified in an attempt to provide more services to Native Americans and special populations such as the homeless and the institutionalized.

The primary thrust in the occupational areas will be to continue to upgrade, expand and improve current applied science and technology programs and to finalize the development of technical preparation programs with all area high schools. The 1991-92 academic year saw the first 2 + 2 Technical Preparation offerings with Carson High School being initiated in machine tool technology and electronics.

Special emphasis will be placed on expanding programs in criminal justice, fire science, drafting technology and electronics. The current nursing program will be improved by providing additional staff and the Allied Health Program expanded to incorporate training for paramedics, emergency medical technicians and various nurse assistant training programs. WNCC will continue to increase students' opportunities to obtain skill development in occupational areas through the cooperative work experience program coupled with job placement.

Expansion of linkages with local business, manufacturing and industry continues to be a high priority. Customized training programs and nontraditional scheduling will enhance economic development and recovery in WNCC's service area.

Finally, special effort needs to be undertaken to establish a physical presence in the Minden-Gardnerville area, where enrollments have shown thirty-plus percent growth each semester for the past two years. A site coordinator as well as full-time faculty need to be assigned to this location.

University of Nevada, Las Vegas

The University of Nevada, Las Vegas (UNLV), has been engaged for more than a year in an extensive academic planning process which has encouraged and achieved vital participation by departments and academic colleges in the determination of institutional academic priorities for the next four years. The institution will continue its development as a comprehensive university in an ever-growing urban community and also continue its partnership with the business and professional community of southern Nevada. Efforts of the past several years to build an even greater scholarly and research base, upon which the substance of teaching excellence depends as well as UNLV's academic reputation, have been

extremely successful. That effort will continue. UNLV has been focusing upon special accreditation of academic programs, with many realized over the past four years, including the highly significant accreditation by the Accreditation Board of Engineering and Technology (ABET) and the American Assembly for Collegiate Schools of Business (AASCB). Efforts to satisfy requirements of any other special accreditations will continue.

Although UNLV's critical needs for new programs must be considered in the context of available resources, plans look to the end of the current recession and improved revenues within the state. The program plans and projections outlined below will remain flexible, contingent upon the availability of resources and the need to readjust projections to meet opportunities which cannot be foreseen.

The College of Business anticipates adding a new Executive MBA degree during the 1994-95 academic year. Reactivation of the Ed.D. program in Special Education within the College of Education and consolidation of three engineering Ph.D. programs will be sought. The College of Fine and Performing Arts will propose new undergraduate programs; a BFA in Dance, a Bachelor of Music in Jazz. a B.A. in Senior Theatre and a B.A. in Art History. The College of Health Sciences plans to implement an M.A. in Health Physics; and the College of Human Performance and Development anticipates beginning two new degree programs within the next four years; a Ph.D. program in Exercise Physiology and a Ph.D in Kinesiology. The College of Hotel Administration will advance a Ph.D. program in Hospitality Administration, and the College of Liberal Arts anticipates implementing an M.A. in Criminal Justice, an MFA in Creative Writing and a Ph.D. in Clinical Psychology. The College of Science and Mathematics anticipates the development of an M.A. in Science.

Although the Las Vegas area has not continued its astonishing growth of the last two years, approximately 3000 people are moving into the region monthly. If funding for classes is available and if students who intend to enroll have some assurances that they will be served, UNLV's enrollment will again climb. It is essential that UNLV continue its planning for future growth and development and that its needs for additional graduate programs be met. These are essential to the region's further economic enhancement and economic diversification. As indicated earlier, these plans are solely dependent upon resources being forthcoming; without adequate resources, delays and modifications will occur.

University of Nevada, Reno

During the next four years, the University of Nevada, Reno (UNR) will continue to focus its attention on strengthening undergraduate education and enhancing a selected number of doctoral and organized research programs. The University will also concentrate on statewide outreach programs in the Nevada Cooperative Extension, Continuing Education, the School of Medicine, the Nevada Agricultural Experiment Station, and the College of Business.

UNR's first objective is enhancing undergraduate learning. In 1989, the university initiated a core curriculum program required of all undergraduates, one that reflected faculty consensus about areas

of knowledge essential for a university education. This general education program has introduced rigorous standards for students in areas of writing, quantitative ability, critical thinking, scientific reasoning, and oral presentations. The core curriculum was cited as exemplary in the recent book published by Jossey-Bass *New Life for College Curriculum* by Jerry Gaff of the Association of American Colleges. The University sees growing evidence of the excellent undergraduate education offered to students and the role of the core curriculum in the process, as reflected in surveys of students, alumni, and employers.

During the next several years, the University of Nevada, Reno will enhance the core curriculum even more with special focus on mathematics preparation. Cooperative efforts with K-12 to encourage students to take more math before entering the university are being undertaken. UNR is introducing a math center on campus with greater math across the curriculum activity in science, engineering, and social science courses. The initiative was assisted by a large grant from the Hughes Foundation. In addition to the core curriculum, the campus will develop new undergraduate programs in hydrology and several other science and health-related fields.

Selected graduate programs, primarily doctoral programs, are of special interest. During the next several years, advanced graduate programs in speech pathology and selected areas associated with the themes outlined above will be proposed. UNR continues to develop its sponsored contracts and grants to support graduate education activity. During the July 1990 through June 1992 period, sponsored contracts and grants at the university rose from $27.8 million to $53 million. It should be noted that $50 million in sponsored contracts and grants is like having a 50 million dollar business arrive in Nevada in that it creates new jobs, attracts other businesses, and stimulates economic activity.

The university outreach services increasingly focus on Nevada problems. Many of UNR's research activities are directed toward assisting Nevada to cope with water quantity and quality problems, youth at-risk difficulties, nutrition problems, economic development, and better health and medical practices. The continuing education activities are moving toward electronic distance education as courses are now delivered to sites in the Carson City area. Within the next year courses and complete programs will be delivered to Carson City as well as Northern Nevada Community College in Elko.

In addition to the educational and cultural impact that universities have on their communities, they also have very significant economic effects as indicated above. The University of Nevada, Reno continues to have a very positive impact on the Nevada economy. With a state appropriation of $72.8 million, UNR generated an additional $184.8 million in expenditures in the state and local economy from all sources. This is 2.54 times the state appropriation, and is also greater than the gross gaming revenues of the two largest hotel/casinos in downtown Reno.

Desert Research Institute

The Desert Research Institute's (DRI) operational goal is to become the premier institution in the United States and the world for environmental research in arid lands.

DRI's research program originated around the general theme of arid land problems 34 years ago and has expanded to serve not only Nevada's statewide needs for environmental research, education and economic development, but national and international needs as well. DRI has grown to include five major centers: Atmospheric Sciences, Biological Sciences, Energy and Environmental Engineering, Quaternary Sciences, and Water Resources. Environmental research is conducted in these Centers by 396 faculty, graduate students and staff located in three major science centers (Las Vegas, Reno and Stead), and in the Boulder City Solar Energy Laboratory and the Laughlin Field Office. In the last 10 years, DRI's faculty have conducted environmental research in all but three of the 50 states and in 17 foreign countries.

DRI's scientists provide a high caliber intellectual resource for the state's educational needs. Many of the DRI faculty serve on the graduate faculty of one of the universities. They serve in several university departments where DRI research programs and the DRI faculty skills match the needs of the departments These are in the areas of atmospheric sciences (where DRI faculty are the majority of the teaching faculty), geosciences and hydrology at both universities, anthropology, and several areas of biology. DRI's research professors teach undergraduate courses and graduate courses and oversee graduate student research. DRI faculty taught over 108 courses at UNR, UNLV, and the community colleges during the past five years. DRI supports approximately 50 UCCSN graduate students annually through "assistantship" positions on environmental research projects. DRI also conducts outreach programs to the public schools in Nevada by providing summertime research experiences and training for teachers in environmental sciences and engineering.

DRI directly promotes economic development in Nevada by generating approximately $10 in out-of-state grant and contract funding for every dollar provided from the state general fund for the Institute's administration. This year the Institute will receive approximately $2 million in state support and has secured $18 million in non-state funds. The $18 million spent in Nevada will cause $63 million to circulate in Nevada's economy and will generate $2 million in tax revenue. If DRI is to become the most comprehensive state environmental research and education organization in the nation by the year 2000, $175 million will annually circulate in Nevada's economy as a result of Institute research programs.

The Institute manages the Dandini Research Park in the University and Community College System and this park has sixty two- to four-acre sites for development which, when occupied over a twenty-five-year period, will result in $5 billion circulating in Nevada's economy.

DRI has developed an emphasis on remote sensing as a tool for studying global change in response to a strong federal program in this area, growing international needs in land use and resource planning, and DRI's own research interests. In keeping with its mission, goals, and vision statement, DRI hopes to become an internationally recognized major research element in global change research with an emphasis on arid lands. These developments and continued growth will likely lead to DRI proposing a new center in

the next few years. This goal fits well with and will contribute to the growing environmental education programs in the other units of the UCCSN.

UCCSN BIENNIAL BUDGET REQUEST

If the community colleges, universities, and DRI are to successfully achieve these strategic objectives and campus priorities, they must seek and obtain sufficient resources to support both ongoing and emerging demands. The UCCSN budget presents the system's needs over the next biennium and represents system efforts to seek state resources to fulfill the UCCSN mission.

The state budget reductions over the past two years have impacted academic programs and services in a variety of ways. Increased class size and fewer sections of courses, the inability to hire new faculty, postponement of new programs, and reduced spending on buildings and equipment have all occurred. The UCCSN budget request for the 1993-95 biennium is an attempt to regain lost ground and address crucial needs.

The budget consists of a **Base Budget** and **Priority Requests for New Funding** (Tables 1 and 2). The total biennial budget request for the University and Community College System of Nevada is $669.2 million, which includes a Base Budget of $596.3 million and Priority Requests for New Funding of $75.7 million.

The Base Budget is a request to provide funds necessary to maintain existing programs. It consists of an extension of the current operating budget, with adjustments for student enrollment increases, requests to fund previously approved budget formulas, inflation, operating funds for new facilities and selected special adjustments. The budget reflects a projected enrollment increase of approximately 6 percent per year over the biennium.

Parameters approved by the Board of Regents for the Base Budget include the application of current student/faculty ratios to projected enrollments. Funding for 50 percent of the difference between full funding and base budget amounts for formulas adopted in 1986 by the Legislative Committee Studying Funding for Higher Education, and funding for 50 percent of the difference between full funding and base budget amounts for the legally authorized grants-in-aid is included. The 2 percent merit pool for all professional positions, except administrators at or above the Dean's level, is included in the professional salaries request. Other parameters include an inflationary increase for book acquisitions, funding to maintain equipment authorized by the 1991 legislature and state funds to continue programs currently authorized by the legislature which are now funded with federal money are incorporated, where appropriate. Operating funds have been added for new facilities scheduled for completion during the next biennium.

In addition to the Base Budget, Priority Requests for New Funding represents UCCSN's critical needs. These requests have been grouped into three categories. The top priority is for enhanced instruction and instructional support efforts for undergraduate and graduate programs. This request includes the remaining amount needed for full funding for formulas adopted in 1986 by the Legislative Committee

TABLE 1

University and Community College System of Nevada
Base Budget
Allocation of Resources by Appropriation Area

1991-93 Operating Budget, 1993-95 UCCSN Request

Appropriation Area	1991-92 Operating Budget	1992-93 Operating Budget	1993-94 UCCSN Request	% of Total	1993-94 over 1992-93 Difference $	%	1994-95 UCCSN Request	% of Total	1994-95 over 1993-94 Difference $	%
System Administration	$1,883,609	$1,984,441	$1,962,648	0.68%	($21,793)	-1.10%	$2,016,405	0.66%	$53,757	2.74%
UCCSN Special Projects	2,855,672	2,569,672	2,635,115	0.91%	65,443	2.55%	2,703,829	0.88%	68,714	2.61%
UCCSN Computing Services	6,700,831	7,016,361	8,397,844	2.90%	1,381,483	19.69%	8,671,069	2.83%	273,225	3.25%
University Press	476,014	490,143	505,198	0.17%	15,055	3.07%	517,355	0.17%	12,157	2.41%
University of Nevada, Reno	63,903,498	69,602,700	78,388,130	27.07%	8,785,430	12.62%	82,042,769	26.75%	3,654,639	4.66%
School of Medicine	12,707,193	13,245,720	13,759,364	4.75%	513,644	3.88%	14,192,416	4.63%	433,052	3.15%
Intercollegiate Athletics, UNR	1,171,357	1,205,778	1,248,820	0.43%	43,042	3.57%	1,269,749	0.41%	20,929	1.68%
Statewide Programs, UNR	3,814,542	3,926,867	4,069,101	1.41%	142,234	3.62%	4,144,847	1.35%	75,746	1.86%
Agricultural Experiment Station	5,417,869	5,575,401	5,787,265	2.00%	211,864	3.80%	5,904,297	1.92%	117,032	2.02%
Cooperative Extension Service	5,034,580	5,194,395	5,393,793	1.86%	199,398	3.84%	5,506,869	1.80%	113,076	2.10%
Radiation Safety Prog. - North	246,985	231,285	240,369	0.08%	9,084	3.93%	249,879	0.08%	9,510	3.96%
University of Nevada, Las Vegas	76,423,279	85,936,650	91,008,973	31.43%	5,072,323	5.90%	97,025,255	31.63%	6,016,282	6.61%
Intercollegiate Athletics, UNLV	1,170,570	1,204,439	1,247,908	0.43%	43,469	3.61%	1,271,585	0.41%	23,677	1.90%
Statewide Programs, UNLV	492,361	506,513	515,941	0.18%	9,428	1.86%	525,428	0.17%	9,487	1.84%
Radiation Safety Prog. - South	114,462	122,058	126,394	0.04%	4,336	3.55%	130,834	0.04%	4,440	3.51%
Community College of So. Nevada	22,882,115	25,989,076	35,154,956	12.14%	9,165,880	35.27%	39,446,539	12.86%	4,291,583	12.21%
CCSN Business and Industry			79,241	0.03%	79,241		82,257	0.03%	3,016	3.81%
Northern Nevada Community Col.	4,622,420	5,220,719	5,864,696	2.03%	643,977	12.34%	6,473,633	2.11%	608,937	10.38%
Truckee Meadows Community Col.	14,561,509	15,925,106	17,886,684	6.18%	1,961,578	12.32%	18,700,610	6.10%	813,926	4.55%
TMCC Business and Industry			128,286	0.04%	128,286		130,946	0.04%	2,660	2.07%
Western Nevada Community Col.	8,377,798	9,260,123	9,904,400	3.42%	644,277	6.96%	10,369,878	3.38%	465,478	4.70%
Business Center North	1,297,440	1,391,761	1,504,171	0.52%	112,410	8.08%	1,556,189	0.51%	52,018	3.46%
Business Center South	1,042,035	1,102,357	1,197,667	0.41%	95,310	8.65%	1,223,208	0.40%	25,541	2.13%
National Direct Student Loan	30,000	30,000	30,000	0.01%			30,000	0.01%		
Desert Research Institute	2,238,996	2,394,010	2,536,816	0.88%	142,806	5.97%	2,567,418	0.84%	30,602	1.21%
Total System Base Budget	$237,465,135	$260,125,575	$289,573,780	100.00%	$29,448,205	11.32%	$306,753,264	100.00%	$17,179,484	5.93%

TABLE 2

UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA
1993-95 Biennial Budget Request
Summary of Priority Requests for New Funding

	Priority No. 1	Priority No. 2	Priority No. 3	Total Requests
UCCSN Merit Pool and System Projects	2,683,463	1,750,000	2,800,000	7,233,463
System Administration	21,744	-	282,422	304,166
System Comp. Services	425,462	4,500,000	-	4,925,462
University Press	3,926	-	77,922	81,848
UNR	10,942,961	5,899,700	2,365,841	19,208,502
UNR Ag. Experiment Stn.	-	94,900	-	94,900
UNR Coop. Extension Svc.	-	94,900	-	94,900
School of Medicine	-	317,550	-	317,550
UNLV	8,294,446	7,066,600	3,743,138	19,104,184
CCSN	5,816,052	3,758,875	2,665,736	12,240,663
TMCC	1,866,705	2,137,775	1,532,798	5,537,278
WNCC	1,442,237	1,119,800	799,721	3,361,758
NNCC	1,081,905	609,900	250,000	1,941,805
DRI	414,534	150,000	500,000	1,064,534
BCN	107,193	-	-	107,193
BCS	96,034	-	-	96,034
TOTAL UCCSN PRIORITY REQUESTS FOR NEW FUNDING	$33,196,662	$27,500,000	$15,017,578	$75,714,240

Studying Funding of Higher Education, indicated under the Base Budget. This will provide for support services for faculty and students, additional graduate assistant positions, library books, instructional equipment and increased grants-in-aid. Priority One also includes a request to increase the merit pool and extend it to all professionals, increase the part-time salary pool at the community colleges and increase the universities' share of indirect cost recovery funds.

The second priority for new funding contains requests for needed instruction and research equipment, academic and administrative computing equipment, a systemwide library computing project, a systemwide telecommunications project and completion of the Management Information System.

The final priority focuses on the enhancement of economic development efforts, increased support for the University Press and the Chancellor's Office, operational support for the Super Computer at UNLV and new programs in rural and other areas of the state. Scholarships and programs for the handicapped and underrepresented population complete the request for new funding.

CAPITAL CONSTRUCTION NEEDS

In addition to the operating budget needs of the UCCSN, the capital improvement request for the University and Community College System of Nevada for the 1993-95 biennium is outlined in Table 3. The request includes construction funds for projects which were approved for advanced planning by the 1991 legislature and Legislative Interim Finance Committee. These include projects for Community College of Southern Nevada, Truckee Meadows Community College, Northern Nevada Community College and the University of Nevada, Reno. In addition, nine new projects, recommended for advanced planning and design only, have been submitted, in priority order. Construction funds for these new projects will be requested from the 1995 legislature.

TABLE 3

UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA
1993-95 Capital Improvement Requests

	UNLV	UNR	CCSN	TMCC	WNCC	NNCC	DRI	Estimated Cost	Cumulative
Total Space Available	791,668	852,741	243,140	123,156	63,773	54,550	50,195		
Additional Space Needed	429,545	280,529	296,850	160,784	91,147	31,596	39,658		
Percentage Deficit	54%	33%	122%	131%	143%	58%	79%		
Advanced Planned Projects[1]									
CCSN Phase V-Cheyenne			100,000					$15.0 mil.	
CCSN Phase III-W. Charleston			80,000					12.0 mil.	$27.0 mil.
TMCC Phase VI				115,000				18.5 mil.	45.5 mil.
NNCC Winnemucca Building						8,000		1.0 mil.	46.5 mil.
UNR Education Building		100,000						16.0 mil.	62.5 mil.
Adjusted Need	429,545	180,529	116,850	45,784	91,147	23,596	39,658		
Percentage Deficit	54%	21%	48%	37%	143%	43%	79%		
NEW PROJECTS - RECOMMENDED FOR ADVANCE PLANNING AND DESIGN ONLY									
1. WNCC - Phase V & Library					91,147			12.3 mil.	74.8 mil.
2. DRI - North							75,000	13.0 mil.	87.8 mil.
3. UNLV - Library	250,000							40.6 mil.	128.4 mil.
4. UNLV - Wright Hall Exp.	30,000							3.7 mil.	132.1 mil.
5. CCSN-Henderson			80,000					12.0 mil.	144.1 mil.
Adjusted Need	149,545	180,529	36,978	45,784	-0-	23,596	+35,342		
Percentage Deficit	19%	21%	15%	37%	-0-	43%	N/A		
6. UNLV - Bus. Bldg.	115,000							14.1 mil.	158.2 mil.
7. UNR - Parking Garage		-						8.0 mil.	166.2 mil.
8. UNR - Clinical Sci., LV		60,000						13.5 mil.	179.7 mil.
9. Library Design Funds	235,000	163,312	87,500	54,640		23,596	-	2.0 mil.	181.7 mil.
Adjusted Need	-0-	-0-	-0-	-0-	-0-	-0-	-0-		

[1]Projects approved for advance planning by 1991 Legislature or Legislative Interim Finance Committee.

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CHAPTER THREE
CONCLUSION

CONCLUSION

Effective long-range academic, budgetary, and facility planning in higher education is not an easy or quick process. Sound planning takes several years to accomplish. Moreover, it requires constant reevaluation and change in light of the constantly changing and evolving environment in which colleges and universities function. During the 1991-93 biennium the Board of Regents undertook important initial steps in developing a comprehensive planning process for Nevada higher education. It adopted a mission statement and strategic directions for the System, and mission statements and academic master plans for each college, university, and the Desert Research Institute. Building on these components as a base, the Board began the process of integrating them with the biennial budget and facility request process by approving a planning schedule for the next two biennia (Table 4).

As the University and Community College System of Nevada prepares for the future, it is faced with many challenges and opportunities. Many critical issues have been identified and characterized as significant for the future success and prosperity of citizens of this state and nation. Higher education increasingly is asked to play a greater role in preparing citizens for the many demands that must be faced in a rapidly changing society. Current trends indicate that even as resources dedicated to higher education become more scarce, the demands and expectations for higher education will increase. Nevada community colleges and universities will be expected to serve increasing numbers of students, more diverse populations of students, and increasing numbers of students who are underprepared for the college experience.

The demands on higher education are large, and the consequences of failure are disastrous for the individuals seeking our services, the state economy that we support, and the nation as a whole. The very basis of our democratic society relies on education and requires that citizens have the opportunity to be educated and literate so that they can participate in our society in a meaningful manner. In addition to providing an educated citizenry, preparing students for the workforce of today and tomorrow is a major responsibility of higher education. The research programs of the UCCSN enrich the educational program and help provide critical new knowledge and skills to the state's workforce. As knowledge and technology increase and change, and as the demographics of the nation and the world economy also change, keeping a properly prepared workforce with up-to-date skills and knowledge is no easy task. Nevertheless, the Board of Regents will continue its firm and unswerving commitment to continue its efforts to ensure a responsive, high quality, cost effective system of higher education for all Nevadans.

TABLE 4

U C C S N
PLANNING SCHEDULE
ACADEMIC MASTER PLANS AND BIENNIAL BUDGET

	1993 - 1995	1995 - 1997
System Mission Statement		
Approved by Board of Regents	November, 1992	Dec., 1994/Jan.,1995
System Strategic Directions Statement		
Final Approval by Board of Regents	September, 1993	August, 1995
Campus and Public Review	May-Aug., 1993	May-Aug., 1995
Draft Approved by Board of Regents	April, 1993	March/April, 1995
Prepared by Board of Regents	Jan./Feb., 1993	Jan./Feb., 1995
Institutions' Mission Statements		
Approved by Board of Regents	August, 1992	July, 1995
Institutions' Academic Master Plans		
Approved by Board of Regents	Jan./Feb., 1993 Jan./Feb., 1994	Jan./Feb., 1996
Prepared by Campus, Including Public Review	Aug., 1993-Jan., 1994	Aug.,1995-Jan.,1996
Capital Construction Priorities		
Submitted to Public Works Board	December, 1993	December, 1995
Approved by Board of Regents	Oct./Nov., 1993	Oct./Nov., 1995
Biennial Budget		
Submitted to Governor's Office	September, 1994	September, 1996
Approved by Board of Regents	August, 1994	August, 1996
Budget Prepared	Summer, 1994	Summer, 1996
Priorities and Parameters Approved by Board of Regents	May/June, 1994	May/June, 1996
Chancellor's Office Develops Priorities and Parameters with Campuses	March-May, 1994	March/May, 1996
Legislative Planning Report		
Submitted to Legislature	January, 1995	January, 1997
Approved by Board of Regents	Oct./Nov., 1994	Oct./Nov., 1996
Written/Prepared	Aug.-Oct., 1994	Aug.-Oct., 1996

APPENDICES

APPENDIX A

SELECTED CHARACTERISTICS

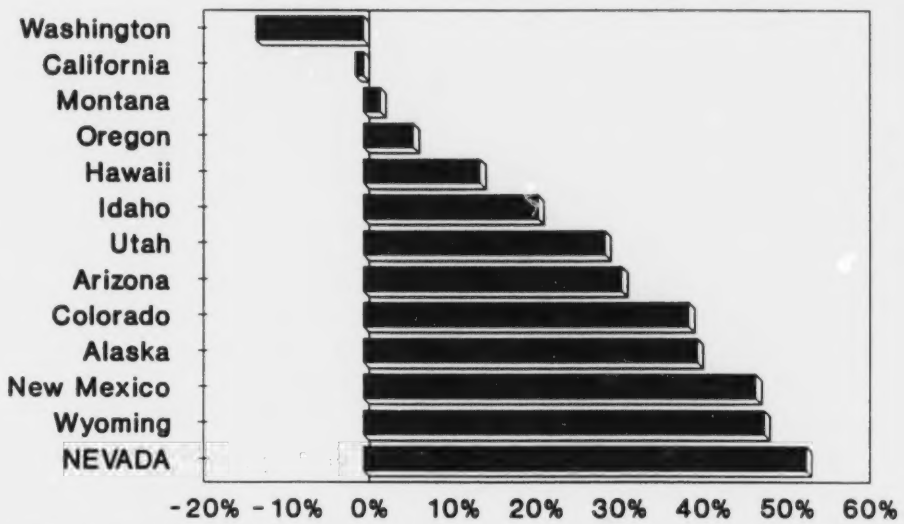
Growth of student enrollment has dominated the University and Community College System of Nevada throughout the last decade and promises to continue its dominance in the coming biennium. From 1980 to 1990, Nevada has led all western states and the nation in the percentage change in college enrollment. During this decade, student enrollment growth exceeded 50 percent (page 21). From Fall 1983 to fall 1992, systemwide FTE enrollments increased 65 percent (page 22) and state-supported headcount enrollments increased 60 percent (page 23). Enrollment is projected to continue to increase. By the year 2000, FTE enrollment is projected to increase systemwide 77 percent over fall 1990 enrollment to nearly 56,000 full-time equated students (page 25).

Projections of enrollment growth have been made based on two assumptions. The U.S. Department of Education has projected the number of high school graduates in Nevada to increase nearly 70 percent from 1992-93 to 2001-2002 (page 26). Recent census data also suggest that many Nevada residents may require additional training to remain competitive in the workforce. While 78.8 percent of Nevadans have a high school diploma, only 47.3 percent have attended postsecondary education, and only 15.3 percent have a bachelor's degree or higher (pages 27 & 28). Many jobs created in the next decade will require some education beyond high school.

Not only have increasing numbers of students enrolled on UCCSN campuses, but increasing numbers of them have also completed programs of study. During the school year 1991-92, 4,777 students received a certificate or degree from a UCCSN campus, an increase of over 80 percent since school year 1980-81 (page 29).

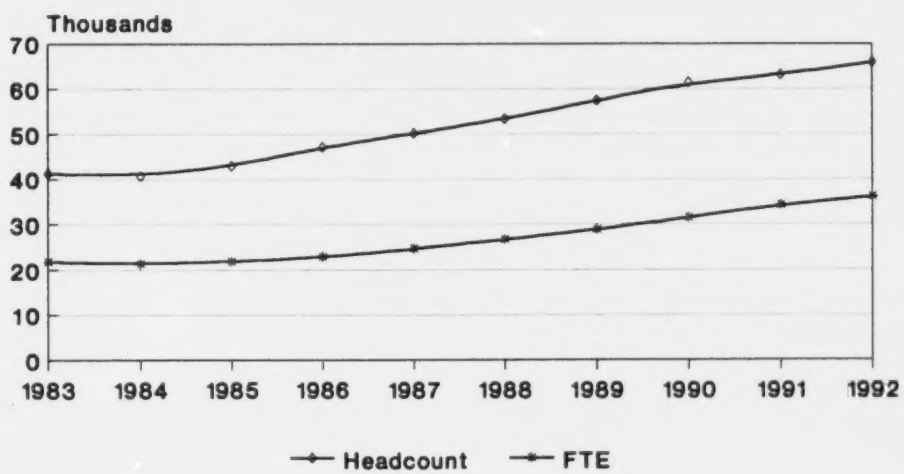
Keeping pace with the growth in student population, the intellectual enterprise based on research and creative activities is also growing at an annual average rate of 13 percent. Sponsored research expenditures, primarily from nonstate sources have increased by 31 million dollars (194 percent) from 1984 to 1992 (page 30). Keeping research growth and quality in the UCCSN demands special support for equipment, start-up funds for new faculty, and stimulation of new research capabilities such as that provided by the Experimental Programs to Stimulate Competitive Research (EPSCoR).

Figure 1 Percentage Change in College Enrollment, Thirteen Western States, 1980 to 1990



Source: U.S. Department of Education

Figure 2 UCCSN Enrollment FTE & State-Supported Headcount Fall 1983-Fall 1992



•University Registrar's First Reports;
Community Colleges as of 10/15
IR 11/92

Table 5 University and Community College System of Nevada
Student FTE Enrollments, Fall 1983-Fall 1992

	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	9-Year % Change
Universities*											
UNLV	7,200	6,958	7,381	7,773	8,593	9,624	10,835	12,141	13,106	12,944	79.8%
UNR	7,185	7,207	7,068	7,159	7,497	7,743	7,772	8,299	8,821	9,212	28.2%
University Sub-total	14,385	14,165	14,449	14,932	16,090	17,367	18,607	20,440	21,927	22,156	54.0%
Community Colleges*											
CCSN	3,513	3,470	3,550	3,692	4,179	4,492	5,024	5,402	6,253	7,426	111.4%
NNCC	427	401	463	466	474	538	590	725	828	933	118.5%
TMCC	2,522	2,296	2,387	2,566	2,627	2,883	3,036	3,283	3,515	3,756	48.9%
WNCC	956	999	1,007	1,125	1,167	1,372	1,478	1,646	1,726	1,765	84.6%
Community College Sub-total	7,418	7,166	7,407	7,849	8,447	9,285	10,128	11,056	12,322	13,880	87.1%
SYSTEM TOTAL	21,803	21,331	21,856	22,781	24,537	26,652	28,735	31,496	34,249	36,036	65.3%

* University Registrar's First Reports; Community Colleges as of 10/15

IR 11/92

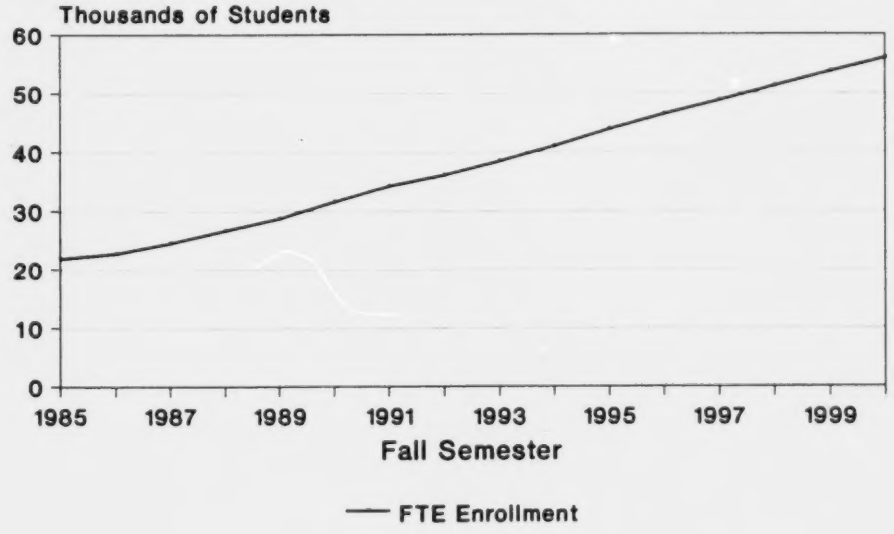
Table 6 University and Community College System of Nevada
State-Supported Student Headcount Enrollments
Fall 1983-Fall 1992

	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	9-Year % Change
Universities*											
UNLV	11,021	10,894	11,856	12,722	13,757	14,800	16,332	18,192	19,504	19,209	74.3%
UNR	9,548	9,522	9,260	9,613	9,947	10,506	10,922	11,487	11,714	11,988	25.6%
University Sub-total	20,569	20,416	21,116	22,335	23,704	25,306	27,254	29,679	31,218	31,197	51.7%
Community Colleges*											
CCSN	9,207	9,143	10,029	11,763	12,677	13,032	14,491	15,135	15,551	18,111	96.7%
NNCC	1,489	1,480	1,928	1,764	1,973	1,872	2,060	2,277	2,481	2,883	93.6%
TMCC	7,046	6,422	6,493	7,390	7,889	8,538	8,675	9,211	9,116	9,022	28.0%
WNCC	2,948	3,152	3,320	3,898	3,916	4,627	4,901	5,178	4,688	4,687	59.0%
Community College Sub-total	20,690	20,197	21,770	24,815	26,455	28,069	30,127	31,801	31,836	34,703	67.7%
SYSTEM TOTAL	41,259	40,613	42,886	47,150	50,159	53,375	57,381	61,480	63,054	65,900	59.7%

* University Registrar's First Reports; Community Colleges as of 10/15

IR 11/92

Figure 3 UCCSN FTE Enrollment Fall 1985 to 2000*



*1985-1992 actual; 1993-2000 projected
IR 11/92

Table 7

FTE ENROLLMENT PROJECTIONS*

FALL SEMESTER	UNLV		UNR		CCSN		NNCC		TMCC		WNCC		UCCSN	
	#	% Change	#	% Change	#	% Change	#	% Change	#	% Change	#	% Change	#	% Change
1990	12,141	12.05%	8,299	6.78%	5,401	7.50%	800	35.59%	3,283	8.14%	1,646	11.37%	31,570	9.87%
1991	13,113	8.01%	8,821	6.29%	6,252	15.76%	828	3.50%	3,515	7.07%	1,726	4.86%	34,255	8.50%
1992	12,944	-1.29%	9,254	4.91%	7,426	18.78%	920	11.11%	3,784	7.65%	1,765	2.26%	36,093	5.37%
1993	13,436	3.80%	9,813	6.04%	8,429	13.51%	950	3.26%	3,923	3.67%	1,877	6.35%	38,428	6.47%
1994	14,094	4.90%	10,281	4.77%	9,567	13.50%	980	3.16%	4,088	4.21%	1,956	4.21%	40,966	6.60%
1995	14,860	5.43%	10,881	5.84%	10,715	12.00%	1,010	3.06%	4,303	5.25%	2,037	4.14%	43,806	6.93%
1996	15,528	4.50%	11,387	4.65%	11,787	10.00%	1,040	2.97%	4,529	5.25%	2,113	3.73%	46,384	5.89%
1997	16,196	4.30%	12,033	5.67%	12,494	6.00%	1,075	3.37%	4,767	5.25%	2,193	3.79%	48,758	5.12%
1998	16,912	4.42%	12,579	4.54%	13,243	6.00%	1,110	3.26%	5,017	5.25%	2,275	3.74%	51,136	4.88%
1999	17,468	3.29%	13,272	5.51%	14,038	6.00%	1,145	3.15%	5,280	5.25%	2,362	3.82%	53,565	4.75%
2000	18,020	3.16%	13,861	4.44%	14,880	6.00%	1,180	3.06%	5,557	5.25%	2,452	3.81%	55,950	4.45%

*1990 & 1991 actual; 1992-2000 projected

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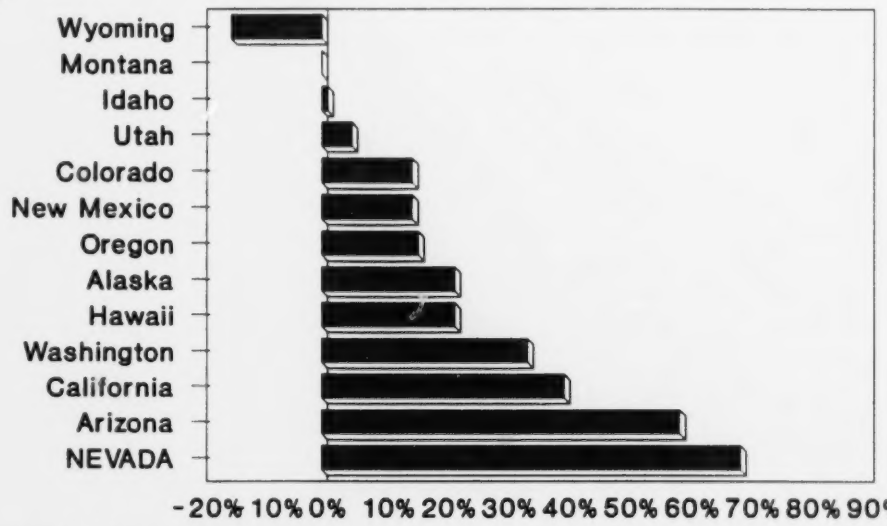
Figure 4 Projected Change in Number of High School Graduates, 1992-93 to 2001-02



Source: U.S. Department of Education

Table 8

Percent of Population with a High School Diploma*

Western States	National Rank	Percent
Alaska	1	86.5
Utah	2	85.1
Colorado	3	84.4
Washington	4	83.7
Wyoming	5	83.1
Oregon	9	81.4
Montana	11	81.0
Hawaii	14	80.0
Idaho	16	79.8
NEVADA	19	78.8
Arizona	20	78.6
California	29	76.2
New Mexico	33	75.0
United States	N/A	75.2

Percent of Population with Some College*

Western States	National Rank	Percent
Utah	1	57.9
Colorado	2	57.9
Alaska	3	57.8
Washington	4	55.8
California	5	53.9
Oregon	6	52.5
Arizona	7	52.5
Hawaii	9	51.3
Wyoming	13	49.9
Idaho	16	49.4
Montana	20	47.5
NEVADA	21	47.3
New Mexico	24	46.3
United States	N/A	45.2

*Figures cover persons 25 years and older.

Source: U.S. Census Bureau, 1990.

Table 8 (cont.)

Percent of Population with a Bachelor's Degree or Higher*

Western States	National Rank	Percent
Colorado	4	27.0
California	10	23.4
Alaska	12	23.0
Washington	13	22.9
Hawaii	14	22.9
Utah	15	22.2
Oregon	21	20.6
New Mexico	22	20.4
Arizona	24	20.3
Montana	25	19.8
Wyoming	28	18.8
Idaho	35	17.7
NEVADA	47	15.3
United States	N/A	20.3

*Figures cover persons 25 years and older.

Source: U.S. Census Bureau, 1990.

Table 9 University and Community College System of Nevada
Total Degrees and Certificates Conferred
1980 to 1992

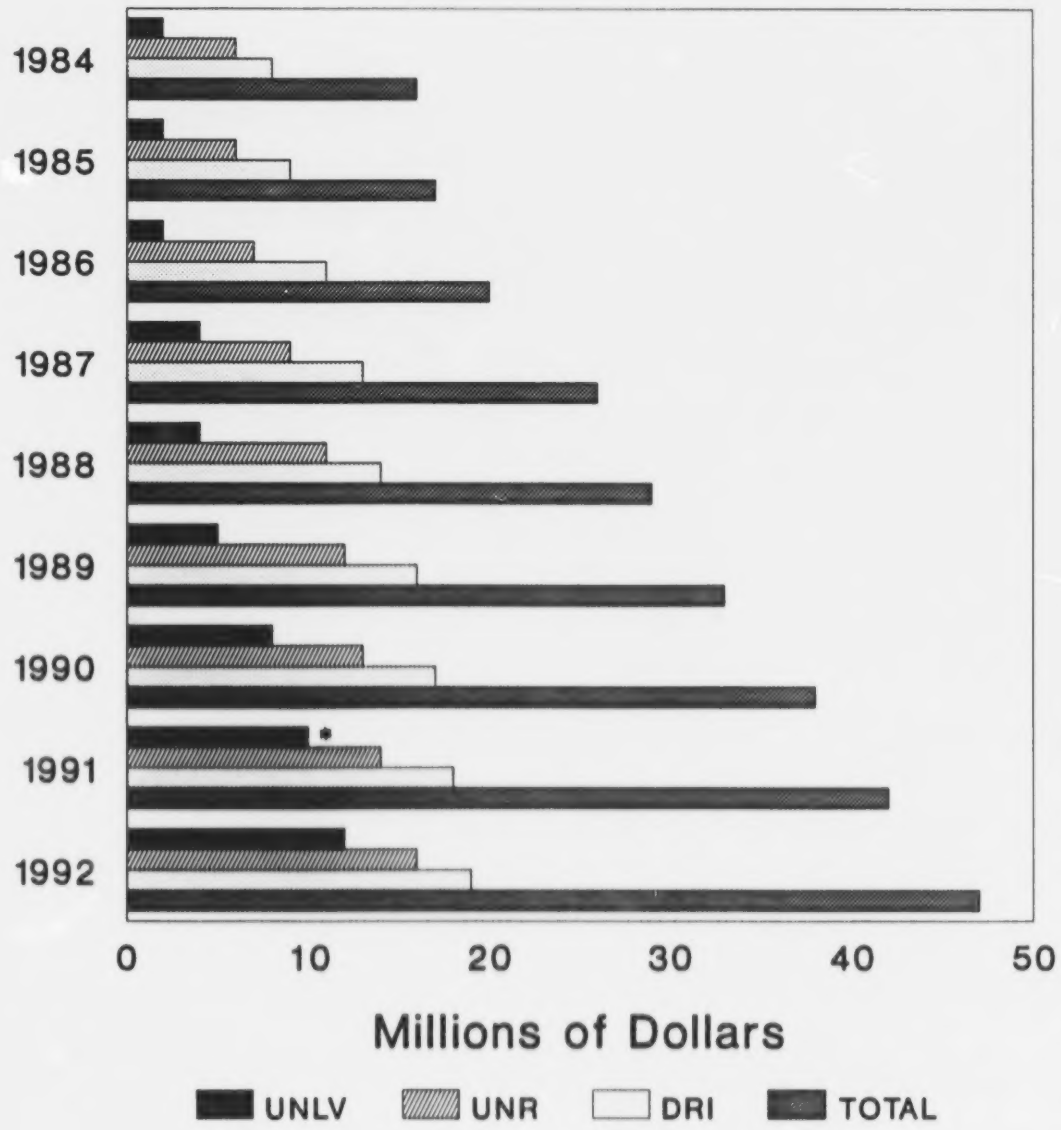
Institution	Year	Certificates	Associates	Bachelors	Masters	Doctorates	Professional	TOTAL
UCCSN TOTAL	1980-81	53	703	1,381	431	22	48	2,638
	1981-82	91	770	1,512	469	34	45	2,921
	1982-83	260	911	1,690	431	26	42	3,360
	1983-84	105	1,080	1,844	445	29	48	3,551
	1984-85	124	921	1,852	414	31	46	3,388
	1985-86	118	936	1,838	421	28	49	3,390
	1986-87	113	877	1,897	419	32	42	3,380
	1987-88	98	759	1,928	430	33	46	3,294
	1988-89	137	886	2,014	500	35	46	3,618
	1989-90	137	950	2,206	550	40	49	3,932
	1990-91	168	952	2,347	623	37	38	4,165
	1991-92	236	1,098	2,634	720	45	44	4,777

* Certificates conferred by universities are awarded at the post-baccalaureate and post-master's levels.

Source: Higher Education General Information Survey, "Degrees and Other Formal Awards Conferred," 1981-1986 and Integrated Postsecondary Education Data System "Survey of Degrees Awarded," 1987-1992.

IR 11/92

Figure 5 Sponsored Research Expenditures
1984 to 1992



*Does not include the $10 Million
Cray Supercomputer

APPENDIX B

UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA MISSION STATEMENT

The mission of the University and Community College System of Nevada is to provide higher education services to the citizens of the state at a high level of quality consistent with the state's resources. It accomplishes this mission by acquiring, transmitting, and preserving knowledge. The system endeavors to assist in providing an educated and technically skilled citizenry for public service and the general welfare, to contribute toward an educated and trained workforce for industry and commerce, and to facilitate the individual quest for personal fulfillment.

The state constitution vests the exclusive governance and administration of the system in the Board of Regents. The Regents govern the system according to the following objectives:

- To provide affordable public programs of higher education in Nevada to all who can benefit from those programs.
- To ensure that instructional activities demonstrate a continued quest for academic excellence.
- To develop and support programs of instruction and complementary programs of basic and applied research and scholarship which together contribute to the cultural, economic, and social development of Nevada and the nation.
- To sponsor and conduct continuing programs of public service for the citizens of the state.

To achieve these objectives, the system seeks sufficient funding from the state and other sources to support programs of high quality. Further, it engages in appropriate planning activities to provide as many educational opportunities in as an effective and efficient manner as possible. To this end, it provides appropriate administration to ensure coordination and accountability.

UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA
COMMUNITY COLLEGE MISSION STATEMENT

The mission of Nevada's community colleges, as institutions of the University and Community College System of Nevada, is to provide superior, student-centered educational opportunities for the citizens of the state within the designated service areas of each college. The community colleges subscribe to an open-door policy, admitting high school graduates as well as others who have personal developmental needs and who can profit from this educational experience. The specific programs offered by each of the community colleges are responses to the identified needs of the state and, in particular, the communities to be served. The community college mission encompasses a belief that education and training are the chief means of developing human capital for investment in the economic health of the state of Nevada.

Each of the educational programs and support services provided through the community colleges is equally important. The colleges provide:

- University Transfer Programs

  The colleges provide a broad range of courses to fulfill the requirements of an associate degree and the first two years of a baccalaureate degree aimed at preparing students for transfer to a four-year college or university.

- Applied Science and Technology Programs

  The colleges provide programs necessary for the development of technical and occupational skills needed for immediate and meaningful employment. Individual courses for maintenance of a job's state-of-the-art skills, semester or one-year certificate programs, as well as two-year associate degrees are available.

- Business and Industry Partnering Programs

  The colleges provide the planning and implementation of programs to be in partnership with the state's economic development effort. Customized training is tailored to meet a given business or industry need and offered at the worksite, institute or college site, or any other appropriate location. This program is aimed at maintaining a competitive workforce within the state of Nevada.

- Developmental Education Programs

The colleges provide, with individualized attention and special support programs, developmental education. The program is designed to develop and upgrade skills necessary to successfully compete in college courses. Students will be provided an opportunity to acquire, improve and apply basic reading, writing, computational and language skills.

- Community Service Programs

The colleges provide, through lectures, forums, concerts, plays, exhibits and short-term academic and practical instruction, a lifelong learning process and focus for each community's cultural, intellectual and recreational enrichment. The continuing education opportunity provides the state's citizens the ability to develop and experience a variety of lifetime skills and interests.

- Student Support Service Programs

The colleges provide a variety of personal support services to students to assist them in becoming more aware of their potential and in planning and achieving their educational goals. Students are provided counseling, academic advisement, placement testing, career planning, job placement and financial assistance.

The University and Community College System of Nevada is committed to the support of the diverse and changing communities of the state. The community colleges provide an open, academic environment where students of all ages and backgrounds can discover their potential and achieve their life goals.

UNIVERSITY OF NEVADA, LAS VEGAS
MISSION STATEMENT

As a publicly supported, comprehensive, doctoral degree-granting institution, the University of Nevada, Las Vegas shares with other leading universities the mission of generating, transmitting, applying and preserving knowledge. UNLV offers a wide range of excellent baccalaureate, masters and doctoral programs in the major areas of human knowledge as well as in selected professional areas. The University provides a setting conducive to intellectual development; places emphasis on the core disciplines; dedicates itself to excellent teaching and superior student performance; promotes original and high quality scholarly research and creative endeavors; and encourages professional public service.

The University of Nevada, Las Vegas is located in the major metropolitan area of the state and is committed to serving the citizens of Las Vegas, the state and the region. UNLV seeks to improve the general human condition through policies and practices designed to promote intellectual inquiry, independence of thought, and critical and creative thinking; ethical conduct and a respect for truth; and freedom from ignorance, prejudice and intolerance. The University also strives to promote the understanding of self; the relationship of the individual to society; the appreciation of global conditions, other cultures and other values; and the interdependence of human beings and the natural environment. The University is dedicated to promoting the development of all students to their highest potential in order that each can contribute to the betterment of society. The University's faculty and administrators are dedicated to excellence in education by their commitment to develop student abilities and to assess student performance in quantitative and qualitative analysis, oral and written communication, and artistic expression.

GOALS

- To provide excellence in instruction in undergraduate and graduate degree programs in arts, humanities, physical and social sciences and selected professional areas of special importance to the local metropolitan area, the state of Nevada, the Southwestern region of the United States and the nation.

- To actively encourage the professional development of its faculty members by providing opportunities for the faculty to enhance skills in teaching, research, scholarship and creative activity.

- To support instruction, research and creative endeavors by ensuring adequate faculty and staff, laboratory, studio, computer and technical facilities and services, and to support instruction by ensuring adequate general purpose classrooms, lecture halls, seminar rooms, laboratories and office space.

- To ensure that the library facility and its resources are adequate for and conducive to the University's evolving educational mission.

- To provide a campus environment that is safe and enriching, and that serves the developmental needs of all students, through an extensive program of student services and academic advising.

- To require a high level of scholarship, ethical standards and academic honesty on the part of faculty, staff, students and administrators.

- To make special efforts to attract and retain the very best students and to diversify both by gender and ethnic background its student body, faculty and staff.

- To serve as a cultural center for the community and to provide rich and varied continuing education opportunities.

- To continue seeking public and private support to enhance its programs.

- To maintain its commitment to the assessment and master planning process.

UNIVERSITY OF NEVADA, RENO
MISSION STATEMENT

The University of Nevada, Reno is a constitutionally-established, land-grant university. The University of Nevada, Reno served the State of Nevada as its only state-supported institution of higher education for almost seventy-five years. In that historical role, it has emerged as a doctoral-granting university which focuses its resources on doing a select number of things well. The University of Nevada, Reno offers a wide range of undergraduate and graduate programs, including selected doctoral and professional studies, which emphasize those programs and activities which best serve the needs of the state, region and nation. By fostering creative and scholarly activity, it encourages and supports faculty research and the application of that research to state and national problems. In performing its mission, the University of Nevada, Reno resolves to:

- Offer high-quality degree programs in the arts, sciences and in selected professions.
- Emphasize undergraduate, graduate and professional programs which meet the needs of the citizens of Nevada.
- Maintain a select number of doctoral and organized research programs.
- Offer a range of applied, interdisciplinary and career oriented programs at both the undergraduate and graduate levels.
- Provide community and public service programs through continuing education and cooperative extension.
- Contribute to the advancement and dissemination of knowledge that will help to improve society at the state, regional and national levels.
- Reflect and respect the rich ethnic and cultural diversity of the citizens of Nevada in its academic programs, support programs and in the composition of its faculty, administration, staff and student body.
- Reflect and respect the pattern of gender of the citizens of Nevada in its academic programs, support programs and in the composition of its faculty, administration, staff and student body.

GOALS

In identifying goals, the University of Nevada, Reno has selected those which would be most supportive of its mission:

Continually improve the quality of teaching, research and public service activities.

- Recruit, develop and retain a faculty and staff of the highest caliber.
- Develop and maintain a graduate faculty under whose direction research, doctoral and professional programs will gain national stature.
- Ensure that the University's library, computing center and telecommunications systems will be able to provide the resources attendant to the needs of the instructional and research programs.
- Identify and support centers of excellence.
- Enhance the research and public service capabilities of the University through increased collaboration with both the public and the private sectors and by providing assistance to the state and local governments.

Develop a curriculum that is sensitive to change, but which places a special value on a liberal arts foundation.

- Assure that all students, either upon entering the University or upon admission to degree programs, have acquired basic verbal, oral, computational, analytical and computer skills.
- Provide all students with adequate and proper academic and career advising.
- Provide an opportunity for adults to upgrade their educational and professional backgrounds through continuing education courses and programs.

Provide an institutional environment supportive of the internal quality of campus life.

- Offer a full range of student and support services which complement the instructional process.
- Develop and maintain programs which recognize the valuable human resources provided by our students, faculty and staff.
- Maintain and utilize the physical plant at a level which enhances the programs and activities of the University.

Utilize resources efficiently and effectively through prioritized allocations and reallocations.

- Develop strategic planning processes, involving the entire University community, which can anticipate future opportunities and problems.
- Provide the flexibility to respond to new opportunities.

Develop the means to obtain funds from public and private sources that will provide the support required to achieve these goals.

- Maximize the use of private funds to provide a margin of excellence in designated program areas.

THE DESERT RESEARCH INSTITUTE
STATEMENTS OF VISION, MISSION, ROLE AND GOALS

VISION STATEMENT

"By the year 2000, the Desert Research Institute will be the most comprehensive state environmental research and education organization in the nation, and perhaps the world, with over $50 million in annual revenues and 588 multidisciplinary faculty..."

MISSION STATEMENT

The Desert Research Institute (DRI) is an autonomous, statewide, environmental research division of the University and Community College System of Nevada (UCCSN). DRI is a not-for-profit, full-time academic research organization which conducts basic and applied research at the state, national and international levels for effective management of environmental resources, for continued development of Nevada's economy and for providing increased educational opportunities for Nevadans.

ROLE STATEMENT

The Desert Research Institute was established by an act of the Nevada Legislature in 1959 to conduct scientific research on topics of special relevance to the management of Nevada's environmental resources as well as on topics of national concern or intrinsic scientific interest. Chapter 242 of the Nevada Revised Statutes, under NRS 396.795 of the 1959 Legislature session, outlined DRI's intended purpose:

- To foster and conduct fundamental scientific, economic, social or educational investigation and applied research for industry, governmental or private agencies or individuals.
- To encourage and foster a desire for research on the part of students and faculty.
- To discover and develop research talent.
- To acquire and disseminate knowledge related to the projects undertaken and,
- In general to promote all the research objectives of the University of Nevada System (now University and Community College System of Nevada).

Note: The word "System" was officially added to DRI's description in the NRS in 1969, however, the legislature has yet to adopt the Regents' most recent name change.

DRI's research program originated around the general theme of arid land problems 34 years ago and has expanded to not only serve Nevada's statewide needs for environmental research, education and economic development, but national and international needs as well. DRI has grown to include five major centers: Atmospheric Sciences, Biological Sciences, Energy and Environmental Engineering, Quaternary Sciences and Water Resources. Environmental research is conducted in these centers by our 396 faculty, graduate students and staff located in three major science centers (Las Vegas, Reno and Stead), in the Boulder City Solar Energy Laboratory and the Laughlin Field Office. In the last 10 years, DRI's faculty have conducted environmental research in all but three of the 50 states and in 17 foreign countries.

DRI's identity as an autonomous, independent statewide research division of the University and Community College System of Nevada has enabled the Institute to respond uniquely, with flexibility and speed, to mobilize and deploy full-time researchers for long periods of time. Such deployments are needed to work on complex environmental projects in remote locations, often throughout the world.

DRI scientists of international stature provide a high caliber intellectual resource for the state's educational needs. Many of these scientists serve in supportive, complementary roles to the faculties and departments of Nevada's universities and community colleges at a fraction of the costs for regular teaching faculty. DRI's research professors teach undergraduate and graduate courses and oversee graduate student research. Over 108 courses were taught by DRI faculty at UNR, UNLV and the community colleges within the last five years. Over 50 UCCSN graduate students ae supported annually through DRI "Assistantship" positions on environmental research projects which support their tuition and expenses. DRI conducts outreach programs to the public schools in Nevada that provide training for teachers in engineering, science and environmental technology.

DRI directly promotes economic development in Nevada by generating approximately $10 in out-of-state grant and contract funding for every dollar provided from the state general fund for the Institute's administration. This year the Institute will receive approximately $2 million in state support and has secured $18 million in non-state funds. The $18 million spent in Nevada will cause $63 million to circulate in Nevada's economy and will generate $2 million in tax revenue. If DRI's year 2000 "vision" is achieved, $175 million will annually circulate in Nevada's economy as a result of Institute research programs.

The Institute manages the Dandini Research Park in the University and Community College System and this park has sixty two- to four-acre sites for development which, when occupied over a twenty-five-year period, will result in $5 billion circulating in Nevada's economy.

INSTITUTE-WIDE GOALS

- Conduct programs of basic research at the state, national and international levels to improve understanding needed for effective management of Nevada's environmental resources.
- Conduct programs of applied research at state, national and international levels that will attract science, engineering and technology-based firms to Nevada and stimulate development of home-grown science, engineering and technology-based firms.
- Support the acquisition of major national and international research programs throughout the University and Community College System of Nevada.
- Facilitate the development and conduct of statewide programs of basic and applied research.
- Support graduate research and teaching on the academic campuses.
- Assist in the promotion of high quality educational opportunities for Nevadans at the undergraduate, continuing education and K-12 levels in Nevada.
- Promote acquisition of nationally and internationally recognized faculty and student researchers throughout the University and Community College System of Nevada.
- Promote public understanding of the importance of strong programs of basic and applied research in the University and Community College System of Nevada.
- Promote national and international awareness of the excellence of research and research education conducted throughout the University and Community College System of Nevada.

INDEX OF DEGREES OFFERED: UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA

The following index contains a listing of all degrees presently offered by the campuses of the University and Community College System of Nevada, classified by level of degree, academic field, and campus.

- University of Nevada, Reno
- University of Nevada, Las Vegas
- Community College of Southern Nevada
- Northern Nevada Community College
- Truckee Meadows Community College
- Western Nevada Community College
- Desert Research Institute
  (in collaboration with other campuses)

University and Community College System of Nevada degrees offered by level, field and campus

Programs by Major/Emphasis	UNIVERSITIES		COMMUNITY COLLEGES			
	UNR	UNLV	CCSN	NNCC	TMCC	WNCC
AGRICULTURE						
Agribusiness	B					
Agricultural Economics	M					
Agricultural Education	B					
Animal Health Technology			A			
Animal Science	B,M					
Biochemistry	B,M,D					
Integrated Pest Management	M					
Ornamental Horticulture			C,A			
Plant Science	M,*					
Resource Management	B,M					
Veterinary Science	B					
BUSINESS						
Accounting	B	B,M	A	A	A	A
Accounting Technician				C		C
Administrative Assistant					A	
Banking and Finance			A			C
Bookkeeping			C			
Business Administration	M	M		C,A		
Business Data Processing-Main Frame			A			
Business Literacy					C	
Business Management			A		A	
Casino Management			C		A	
Clerical Office					A	
Economics	B,M	B,M				
Finance	B	B				
General Business					C,A	C,A
General Clerical				C		
General Office Administration				C		
General Secretarial				C		
Hotel Administration		B,M				
Hotel Management			C			
Hotel Technology			C,A			
Industrial Management					C	
Information Processing					A	
International Business			C			
Legal Office					A	
Legal Assistant				C	A	
Logistics Management	B					
Management	B	B				A
Management Information Systems		B				
Marketing	B	B			A	
Marketing/Merchandising/Retail Management			A			
Medical Office					A	
Mid-Management					C,A	
Money and Banking					C,A	
Office Administration			A	A	C	A
Real Estate			C,A		C,A	A
Records Management			C			
Resort Management			C			
Resort Occupations			A			
Restaurant Management			C			
Savings and Loan			A			

Programs by Major	UNIVERSITIES		COMMUNITY COLLEGES			
	UNR	UNLV	CCSN	NNCC	TMCC	WNCC
Secretarial and Clerical				C		
Small Business Management					A	
Word Processing				C	A	C,A
COMMUNICATIONS						
Communication Studies		B,M				
Communications			A			
Journalism	B,M					
Speech Communication	B,M					
COMPUTER & INFORMATION SCIENCES						
Business Data Processing — Main Frame			C,A			
Computer Information — Applications						C,A
Computer Information — Programming						C,A
Computer Information Systems	B				C,A	
Computer Science	B,M	B,M,D	A			
Computer Technology			C,A		C,A	
Data Processing			C	C	C,A	
Micro-Computer (Management Information System)			C,A		C,A	
Micro-Computer System Software Analysis			C		C	
Word Processing/Computer Applications						C,A
EDUCATION						
Child Development					A	
Early Childhood Education						C
Child Development (Infant/Toddler)			A,C			
Child Development (Pre-school)			A,C	C,A		
Child Development (Teacher Aide)			A,C			
Child Development (Teacher)					C	
Child Development (Director)					C	
Counseling, Ed. Psych., and Foundations		M,D				
Counseling & Educational Psychology	M,S,D					
Curriculum and Instruction	S,D					
Educational Administration and Higher Education		M,S,D				
Educational Leadership	M,S,D					
Elementary Education	B,M	B				
Elementary/Special Education	B					
Health Education	B	B				
Instructional and Curricular Studies		M,S,D				
Professional Development		PDD				
Secondary Education	M	B				
Secondary Education, Biological Sciences	B					
Secondary Education, Business Education	B					
Secondary Education, Industrial Arts	B					
Secondary Education, Physical Sciences	B					
Secondary Education, Social Studies	B					
Secondary Education, Trade & Industrial Education	B					
Special Education	B,M	B,M,S,D				
Substance Abuse Counseling						C,A
Vocational Counseling		M				

University and Community College System of Nevada degrees offered by level, field and campus

Programs by Major	UNIVERSITIES		COMMUNITY COLLEGES			
	UNR	UNLV	CCSN	NNCC	TMCC	WNCC
ENGINEERING						
Architecture		B,M				
Architectural Design					C,A	
Architectural Landscape Design					A	
Chemical Engineering	B					
Civil Engineering	B,M,D	B				
Civil and Environmental Engineering		M,D				
Computer Science Engineering		B				
Electrical and Computer Engineering		M				
Construction Engineering	P					
Drafting Technology			C,A	C	C,A	C,A
Electrical Engineering	B,M,D	B				
Electronic Engineering Technology			C,A			
Electronics Service Technology			C	A		
Electronics Technology					C,A	C,A
Engineering Drafting Technology					C,A	
Engineering Physics	B					
Geological Engineering	B,M,P			A		
Machine Tool Technology						C,A
Materials Science and Engineering	B					
Mechanical Engineering	B,M,D	B,M				
Metallurgical Engineering	B,M,P,D			A		
Mining Engineering	B,M,P					
Mining Technology				C,A		
Residential Design					A	
FOREIGN LANGUAGES						
Foreign Languages and Literatures	M					
French	B	B,M				
German	B	B,M				
Romance Languages		B				
Spanish	B	B,M				
HEALTH						
Clinical Laboratory Science	B					
Clinical Laboratory Sciences (Med Tech)		B		A		
Dental Assisting					C,A	
Dental Hygiene			A			
Emergency Medical Technology (paramedic)					C	C
Family Nurse Practitioner	M					
Gerontology	C	C				
Health Care Administration		B				
Health Physics		B				
Kinesiology		M				
Licensed Practical Nurse			C			C
Medical Laboratory Technology	C		A	A		
Medical Records Technology			A		C	
Medical Sciences	B					
Medical Transcription			C			
Medicine	P					
Nursing	B,M	B,M	A	A	A	C,A
Nursing Assistant						C
Ophthalmic Technology			A			
Paramedic Medicine			A		C	
Cellular & Molecular Pharmacology and Physiology	M,D					
Physical Education	B,M	B				
Physical Therapy		M				
Pre-Dentistry	B	BX				
Pre-Medicine	B	BX				
Pre-Pharmacy		BX				
Pre-Physical Therapy	B	BX				
Radiologic Technology		B			A	
Recreation	B	B				
Respiratory Therapy			C,A			
Speech Pathology	B					
Speech Pathology and Audiology	M					
Sport and Leisure Service Management		M				
LAW						
Judicial Studies	M					
Pre-Law	BX	BX				
LETTERS						
English	B,M,D	B,M,D	A			
Teaching of English	M					
Teaching of English as a Second Language	M					
LIBERAL/GENERAL STUDIES						
Arts			A	A		A
General Studies	B		A	A	C,A	A
General Transfer			A			
Liberal Studies		B,M				
Science				A		A
LIFE SCIENCES						
Biochemistry	B,M,D					
Biology	B,M,*					
Biological Sciences		B,M				A
Cellular and Molecular Biology	M,D					
Human Development and Family Studies	B,M					
Ecology, Evolution & Conservation Biology	D					
Environmental Biology		D				
Human Ecology	B					
Nutrition	B,M					
MATHEMATICS						
Mathematics	B,M					A
Mathematical Sciences		B,M				
Teaching of Mathematics	M					
MULTI / INTERDISCIPLINARY STUDIES						
Asian Studies		B				
Basque Studies	D					
Comparative Literature		B				
Environmental Studies		B				
Film Studies		B				
Interior Design	B					
Land Use Planning	M					
Latin American Studies		B				
Linguistic Studies		B				
Social Science Studies		B				
Women's Studies		B				
PHILOSOPHY & THEOLOGY						
Ethics and Policy Studies		M				
Philosophy	B,M	B				

University and Community College System of Nevada degrees offered by level, field and campus

Programs by Major	UNIVERSITIES		COMMUNITY COLLEGES			
	UNR	UNLV	CCSN	NNCC	TMCC	WNCC
PHYSICAL SCIENCE						
Applied Physics		B				A
Atmospheric Science	M,D,*					
Chemical Physics	D					
Chemistry	B,M,D	B,M				
Earth Sciences		B				
Geochemistry	M,D					
Geography	B					
Geology	B,M	B				
Geology and Related Earth Sciences	D					
Geophysics	B,M,D					
Geoscience		M,*				
Geotechnical Science				A		
Hydrology and Hydrogeology	M,D,*					
Physics	B,M,D,*	B,M,D	C			
Science			A			
Science and Education		PDD				
Water Resources Management		M,*				
PUBLIC AFFAIRS AND PROTECTIVE SERVICES						
Corrections					A	C,A
Criminal Justice	B	B,M	C,A	A	C,A	C,A
Fire Science Technology			C,A		C,A	C,A
Wildland Fire Fighting Emphasis			A			
Juvenile Justice					A	C,A
Law Enforcement					C,A	C,A
Military Occupations					A	
Private Security					A	
Public Administration		B,M				
Public Administration and Policy	M					
SOCIAL SCIENCES						
Anthropology	B,M,D	B,M				
History	B,M,D	B,M,D				
International Affairs	B					
Psychology	B,M,D	B,M				
Political Science	B,M,D	B,M				
Social Psychology	B,D					
Social Sciences			A			
Social Work	B,M	B,M				
Sociology	B,M	B,M,D				
TRADE AND INDUSTRIAL						
Auto Body Service					C,A	
Air Conditioning			C,A			
Automotive Mechanics				C,A	C,A	C,A
Automotive Technician				A		
Automotive Technology			C,A	C,A	A	
Building Technology			C,A		C,A	
Building Trades					C,A	
Culinary Arts			C		C,A	C
Diesel Technician				C,A		
Drafting Technology						A,C
Environmental ControlTechnology					A	
Food Service Technology					C,A	
Heavy Equipment Mechanics					C,A	

Programs by Major	UNIVERSITIES		COMMUNITY COLLEGES			
	UNR	UNLV	CCSN	NNCC	TMCC	WNCC
Industrial Management					C	
Mechanical Drafting					C,A	C
Mechanical Technology			C,A			
Mill Maintenance				C,A		
Refrigeration/Air Conditioning					C,A	
Solar Energy Technology					C,A	
Technical Arts				C		
Welding			C,A	A	C,A	C,A
VISUAL AND PERFORMING ARTS						
Art	B	B,M				
Dance		B				
Graphic Arts – Design			C,A		A	
Graphic Arts – Print Production			C,A		C	
Fine Arts			A			
Music	B,M	B,M				
Music – Applied	B					
Music (Piano Pedagogy)						C
Music/Dance		M				
Music Education	B					
Musical Theatre		B				
Theatre	B					
Theatre Arts		B,M				

KEY: DEGREE OFFERED

C – Certificate of Achievement (all levels)
A – Associate (AA, AS, AAS)
B – Baccalaureate (BA, BS, BSBA, BFA, BSEE, BSEE, BSES, BSHA)
M – Masters (MA, MS, MBA, MFA, MFA, MEd, MM, MATE, MSW, MSCE, MSEE)
S – Specialist (1 year beyond Master's)
D – Doctorate (Ph.D., Ed.D.)
P – Professional (GeoE, MetE, EM)
PDD – Professional Development degree
BX – The university offers pre-professional coursework in this field while completing a baccalaureate degree in another major.
* – In collaboration with the Desert Research Institute

UCCSN